

UNIVERSITI TEKNOLOGI MARA

**THE INFLUENCE OF ATTITUDE AND
MOTIVATION ON ENGLISH PERFORMANCE
AMONG RELIGIOUS SECONDARY SCHOOL
STUDENTS**

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Dissertation submitted in partial fulfillment of the requirements for the
degree of

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CANDIDATE'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulation for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

English language performance of Malaysian students is still below satisfactory level and many studies have been conducted to investigate the factors. Among the factors believed to be influencing the students' different performance are attitude and motivation. However, most of the studies were undertaken in tertiary education setting and regular secondary school setting. Not much is known about the attitude and motivation of religious secondary school students although poor performance in English is also apparent at this type of school. In an Islamic school setting, the religious secondary school students learn extra religious subjects and Arabic language alongside other academic subjects. Given these differences, there is a possibility that their attitude and motivation in learning English is different from the students in other types of school thus contributing to their performance. Therefore, this study aimed to investigate the influence of attitude and motivation in learning English among religious secondary school students of different level of performance in English. This study employed a primarily quantitative research design and utilized questionnaire together with a semi-structured interview in order to collect data. A total of 199 students from national religious secondary schools in Selangor were involved in this study. Findings revealed that the students have a slightly positive attitude towards learning English. They were moderately motivated and more intrinsically rather than extrinsically motivated in learning English. A significant positive relationship was found between the students' attitude and motivation in learning English. A significant difference was also found in the attitude of the students of different level of performance in English. However, no significant difference was found in the motivation of the students of different level of performance in English. The micro and macro implications of this study were further highlighted based on the findings.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

After its independence in 1957, English language plays a significant role in the pursuit of transforming Malaysia into a developed nation. Among the projects planned and executed to achieve the status of developed nation include economic investments in industrial sectors, development of Multimedia Super Corridor (MSC) and establishment of Malaysia as a regional hub for education. The projects have impacted the language policy as the demand for English proficient population has required Malaysia to let English plays a more dominant role (Asmah, 1997; Mansor, 1997).

Consequently, English has become the second language in Malaysia after its official language, the Malay language (Gill, 2002). Parallel with the education policy, English is officially taught as a second language in schools. In both primary and secondary education, English is one of the compulsory subjects but not a medium of instruction. Asmah (1992) states that Malay language plays the role for '*nationalism*' while English is for '*nationism*'. The first language is for national unity and identity while the second language is for maintaining group cohesion and political ties among Malaysians (Ee, 2010).